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ABSTRACT

A description and supporting materials of the elementary school writing program of the Bay Shore Public Schools (New York) are presented. The description and materials include: (1) the program philosophy; (2) a review of writing research including a 12-point summary of methods for teaching writing and a 10-point summary of the proper classroom climate; (3) seven broad instructional goals; (4) an explanation of the seven stages involved in the writing process; (5) handouts on the writing process, brainstorming, audience response to writing, and editing symbols; (6) student checklists for analyzing their work in terms of improvement and mechanics; (7) a list of eight questions to be used for teacher evaluation of student writing; (8) a description of the district's system for diagnosis, prescription, and evaluation of student writing; (9) a sheet which provides student guidelines for writing and teacher guidelines for writing instruction; (10) suggestions for instructional materials; and (11) an eight-item bibliography of references. (DC)

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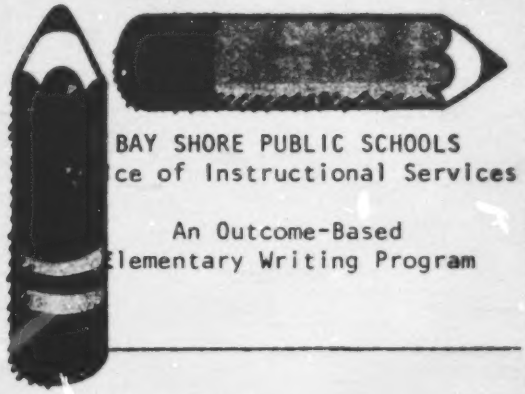

BAY SHORE PUBLIC SCHOOLS
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An Outcome-Based
lementary Writing Program

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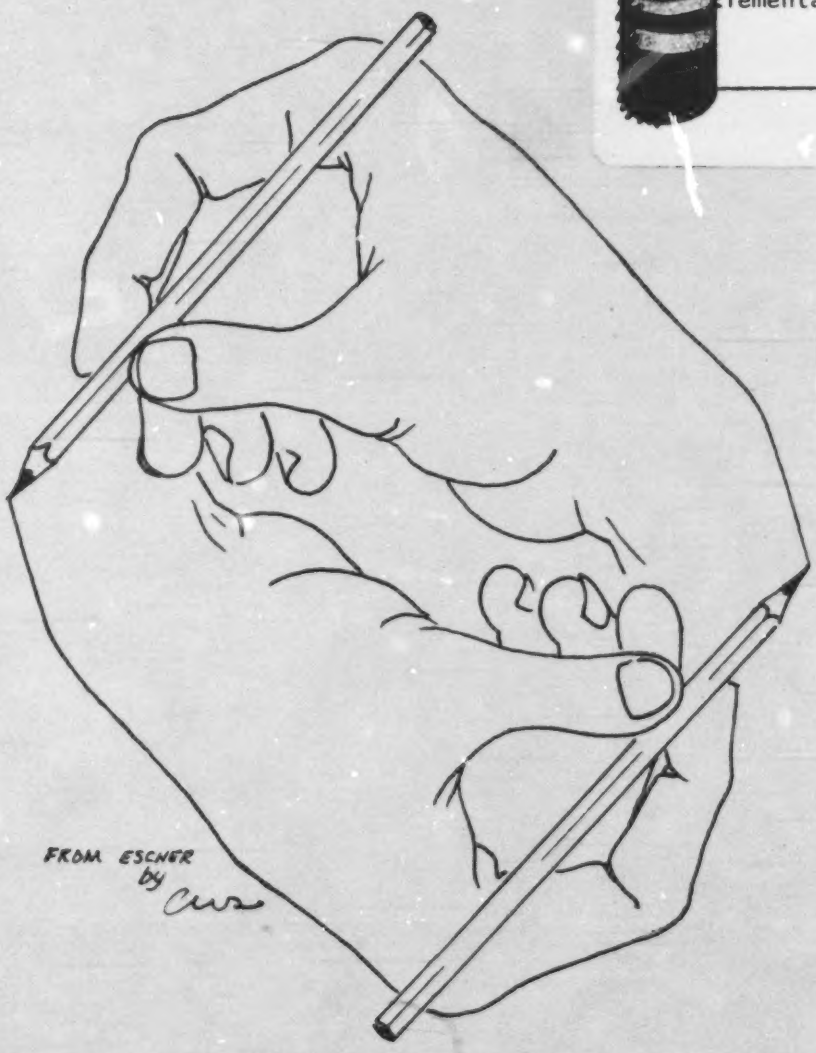

BAY SHORE SCHOOL DISTRICT
BAY SHORE, NEW YORK

ELEMENTARY WRITING PROGRAM

CS207997

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BAY SHORE PUBLIC SCHOOLS

Elementary Writing Program

FOREWORD

As stated in the Long-range Plan, the overall goal of the district is "to provide a systematic, sequential structure to ensure that the educational needs of the students of the Bay Shore Schools are met." One basic need is a systematic writing program which will ensure that students are provided with the opportunity to master the skills of the writing process.

What follows was developed by a team of staff members representing each of our elementary schools and every grade level. Members of the Elementary Writing Committee, whose names are listed on the reverse, have designed a program which is consistent with what our profession has learned about the teaching of writing. The program clearly defines expectations for teachers and specific student outcomes. It includes the critical components of a successful instructional program. The looseleaf format will enable the Committee and other members of the professional staff to make contributions as they try new ideas and discover new methods. Thus, this program is one that will grow as we do.

Members of the Committee should be commended for the time and energy which they have devoted, and continue to devote, to this very important project.

Maria Petraglia
Coordinator
of Instruction

Robert J. Roelle
Assistant Superintendent
for Instruction

September 1983

Section: INTRODUCTION

BAY SHORE PUBLIC SCHOOLS

Elementary Writing Program

WRITING COMMITTEE MEMBERSHIP

Harry Anderson	English Department Head	Senior High
Tom Bernagozzi	Teacher, Grade 3	Mary G. Clarkson
Joan Bielitz	Teacher, Kindergarten	Fifth Avenue
Peter Bieltiz	Principal	Brook Avenue
Nancy Bunge	Teacher, Grade 5	South Country
Lorraine Conlon	Teacher, Grade 2	Fifth Avenue
Anne Gerken	Teacher, Grade 5	Gardiner Manor
Pat Hughes	Teacher, Grade 2	Brook Avenue
Joan Kelly	Teacher, Grade 6	Gardiner Manor
Kate Kelly	Teacher, Grade 2	Fifth Avenue
Betty LaManna	Teacher, Grade 1	Brook Avenue
Doris McKee	Reading Teacher	Brook Avenue
Madeline McGlynn	Teacher, Grade 2	Mary G. Clarkson
Florence Parker	English Department Head	Junior High
Maria Petraglia	Coordinator of Instruction	Office of Instructional Services
Gloria Rankin	Teacher, Grade 4	South Country

Section: INTRODUCTION

BAY SHORE PUBLIC SCHOOLS

Elementary Writing Program

PHILOSOPHY

Writing is a developmental process which is an integral part of all school learning. It is crucial in developing student skills in thinking and communicating and is the chief means by which knowledge and individual learning capabilities are merged. Each of the domains of the child is developed through writing; affective, psychomotor and cognitive skills are necessary for the writing process. Writing encompasses all facets of the individual and all subjects in the instructional program; therefore, it is the responsibility of all teachers, not only classroom teachers, to teach writing.

Section: INTRODUCTION

BAY SHORE PUBLIC SCHOOLS

Elementary Writing Program

REVIEW OF THE RESEARCH

It was not until the late 1960's that educators began to question how writing was taught in our schools. Before then, teacher education programs did little or nothing in training teachers how to teach writing. While research into the teaching of writing is still in its infancy--writing research is said to be 50 to 100 years behind the research in reading--there is a wealth of recent knowledge pertaining to the teaching of writing.

In Balance the Basics: Let Them Write, Donald Graves of the University of New Hampshire noted that to many teachers writing has meant, "...make it neat, space the letters, spell good and know words." Research has shown that this approach has little to do with teaching writing or learning to write. The biggest breakthrough in our understanding of writing is that it is a process and must be taught that way.

Shirley Boef Neil, in a recent review of the literature, stated:

> In the early 1970's, researchers discovered that writers in the real world follow a process when they write, but teachers did not know about it. Teachers were assigning writing, but they were not teaching students how to write. Schools were concentrating on teaching students about the tools of the craft of writing--grammar, usage, spelling, punctuation--but not the craft itself.
>
> It is only within the past ten years that researchers have started to tell teachers they should be paying more attention to the process of writing (how to write) and less to the product (what students turn out) or to the mechanics, such as punctuation, grammar, spelling. Consequently, classroom practice is just starting to reflect this change.

The teaching of writing can best be improved when teachers know and use what research and practice tell us about how children learn to write. The following statements summarize these findings:*

1. Students become better writers when the focus is on the writing process rather than on the product.

2. Increasing the number of writing opportunities without providing appropriate instruction will not significantly improve student writing skills.

3. Students write more effectively when they feel a need or desire to write for some purpose or audience.

4. Writing is learned best when used for actual communication rather than as a mere exercise for student practice or teacher evaluation.

5. Mechanical and grammatical skills belong in context. Students learn these skills best when a specific need for them arises in their writing. When the teaching of mechanics and grammar is separated from the process of writing, there is little or no improvement in student writing ability.

6. Teacher particiaption in writing assignments results in the improvement of student writing.

7. Students write better when taught specific techniques to improve their writing.

8. Student writing is improved when emphasis is placed on pre-writing activities.

9. Writing which includes personal responses from peers and teachers enhances results.

10. More improvement is shown when teachers praise what students do well rather than emphasize what they do poorly.

11. A moderate, rather than an extensive amount of correction does more to improve student writing.

12. In learning to write, a student learns to think. Through the revision process, higher-level thinking skills are developed.

*References are cited in the bibliography.

BAY SHORE PUBLIC SCHOOLS

Elementary Writing Program

CLASSROOM CLIMATE

Climate defines the type of atmosphere in which students and teachers work in the classroom. A supportive climate for writing is one in which learners comfortably strive to meet clearly defined standards and expectations. To create a positive climate for writing:

1. Teachers encourage children to write by developing an attitude of trust and acceptance in the classroom.

2. Teachers foster a positive attitude toward writing by not assigning writing as a means of punishment.

3. Teachers give children the opportunity to write daily.

4. Teachers view writing as an integrated part of the curriculum rather than as an isolated subject.

5. Teachers emphasize writing as a process rather than as a product.

6. Teachers utilize the pre-writing stage to motivate children to write.

7. Teachers provide a classroom atmosphere where verbal as well as written communication is emphasized through extensive opportunities for speaking and listening.

8. Teachers provide for the various learning styles which affect how children learn.

9. Teachers encourage students to develop at their own growth rates.

10. Teachers employ a variety of techniques to enable students to become fluent writers.

Section: INTRODUCTION

INSTRUCTIONAL GOALS K-6

The following are broad goals for the Elementary Writing Program:

1. Students will understand writing as a process which utilizes these seven steps:

   - pre-writing
   - writing
   - responding
   - revising
   - editing
   - evaluating
   - post-writing

2. Students will write for a variety of purposes and audiences.

3. Students will demonstrate fluency in their ability to write about ideas, feelings and events around them.

4. Students will acquire, through writing tasks, the fundamental conventions of writing (mechanics and grammar).

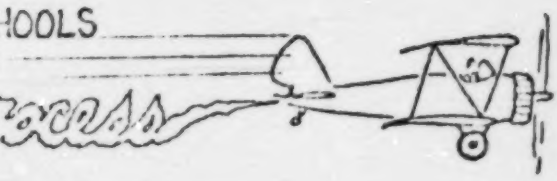
5. Students will value written expression as a vehicle for communicating ideas and creativity.

6. Students will use writing as a learning tool across the curriculum.

7. Students will develop the writing skills necessary to meet the requirements and demands of society.

BAY SHORE PUBLIC SCHOOLS

the writing process



1. PRE-WRITING

"GET READY!"

2. WRITING

"TRY IT!"

3. RESPONDING

"WHAT DO YOU THINK?"

4. REVISING

"HOW ABOUT....?"

5. EDITING

"OOPS!"

6. EVALUATING

CHECK ONE

- ☐ GOOD
- ☐ BETTER
- ☐ BEST

7. POST-WRITING

"USE IT!" "SHARE IT!"

THE BAY SHORE PUBLIC SCHOOLS

Elementary Writing Program

THE WRITING PROCESS

Writing should be seen as a series of stages rather than as a final product. Students and teachers must know and use the seven stages throughout their writing experiences.

1. Stage 1 - Pre-writing

   This first stage in the writing process includes the activities, experiences and exercises that motivate writers to begin the first draft. Writers consider the purpose for writing and the audience for whom they are writing.

2. Stage 2 - Writing

   This is the composing process that produces the first draft. During this stage writers commit themselves to the subject, plan, organize, and put ideas in written form. Writers have their purpose and audience in mind before they begin writing.

3. Stage 3 - Responding

   At this point, writers share their work with an audience and evaluate audience reaction. (The audience may be a teacher, a peer, or a group.) This step helps writers to clarify their material in terms of purpose and ideas.

4. Stage 4 - Revising

   Writers rethink their work by rereading what has been written and making changes where needed. They decide whether to add or delete information to improve the message of their work.

5. Stage 5 - Editing

   In refining the piece of writing, writers must develop editing skills. Writers may need assistance from others during this process. Attention is given to the conventions of writing (grammar and mechanics), sentence structure, accuracy of information, proper form (handwriting, headings, margins) and proofreading. Writers use this step to improve the clarity and presentation of their papers.

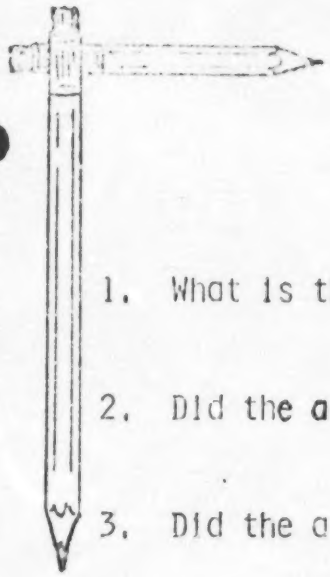
6. Stage 6 - Evaluating

   This step is vital to the development of student writing for it is used to foster student growth. Prior to writing, students should know the areas in which they are being evaluated. Criteria for each assignment and the purpose for the evaluation should be made clear.

7. Stage 7 - Post-writing

   This stage helps students recognize the value of their writing by sharing it with an audience in a variety of ways.

1. THINK FIRST - JUDGE LATER
2. THE WILDER THE IDEA - THE BETTER!
3. QUANTITY
4. COMBINE, IMPROVE - E-X-P-A-N-D IDEAS
5. TAKE SHORT RESTS
6. EVALUATE YOUR IDEAS
7. DO SOMETHING. PUT YOUR IDEAS TO WORK.



AUDIENCE RESPONSE TO WRITING

1. What is the topic of the story?

2. Did the author stick to the topic?

3. Did the author consider the audience?

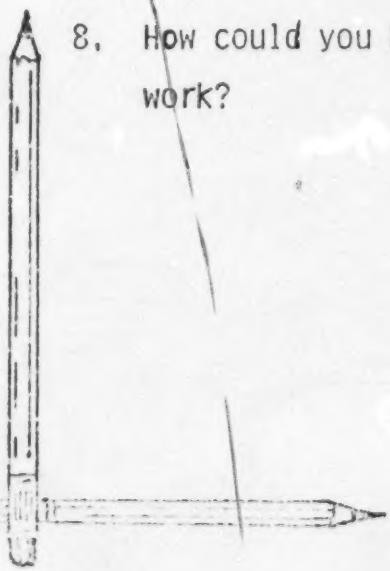
4. What word(s) make the story interesting?

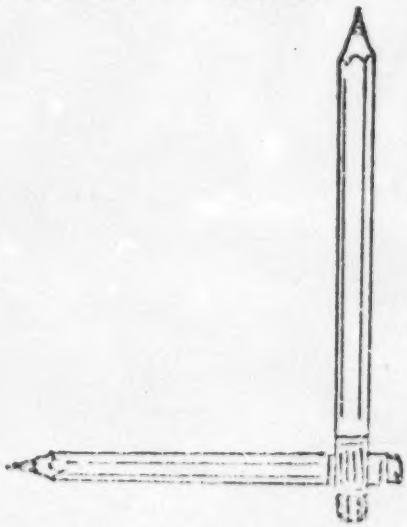
5. What word(s) would you change to improve the story?

6. Did the author write logically with a beginning, middle, and end?

7. Did the author have supporting details?

8. How could you help the author improve the clarity of his/her work?





BAY SHORE PUBLIC SCHOOLS

ELEMENTARY WRITING PROGRAM

*IMPROVEMENT CHECKLIST

Did I plan or outline my story?

Did I write for my audience?

Did I stick to my topic?

Did I use supporting details?

Did I try to expand my sentences to tell:
What? What kind? When? How?

Did I try to expand my sentences to tell:
Where? How much? Why? How many?

Did I slot to make my sentences more interesting?

Did I use movability to make my sentences clearer?

Did I check for repetition?

*The content of your class improvement checklist may vary depending on the needs of your students.

BAY SHORE PUBLIC SCHOOLS

ELEMENTARY WRITING PROGRAM

IMPROVEMENT CHECKLIST

BAY SHORE PUBLIC SCHOOLS

ELEMENTARY WRITING PROGRAM

*MECHANICS CHECKLIST

C Did I begin all my sentences with a capital letter?

P Did I end my sentences with the proper punctuation? (. ? !)

Sp Did I check my spelling?

→ Did I indent the first word of my paragraph(s)?

Did I proofread to check for mistakes?

Did I use my best handwriting?

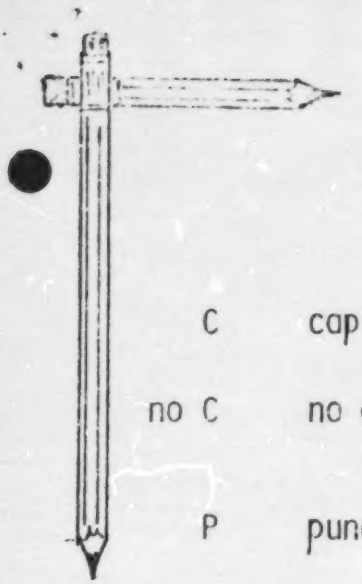
*The content of your class mechanics checklist may vary depending on the needs of your students.

BAY SHORE PUBLIC SCHOOLS

ELEMENTARY WRITING PROGRAM

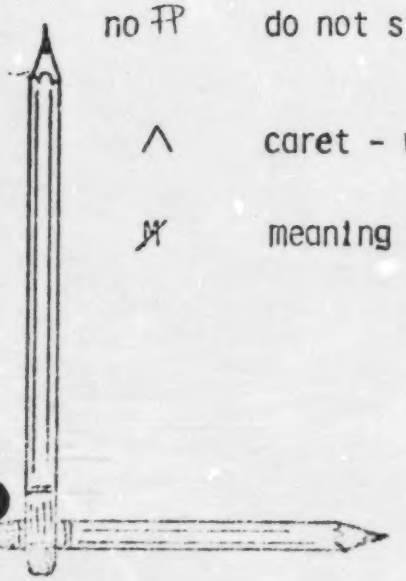
MECHANICS CHECKLIST

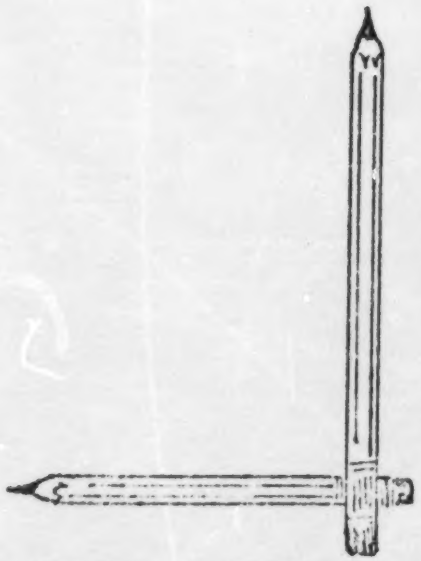
Section: WRITING PROCESS

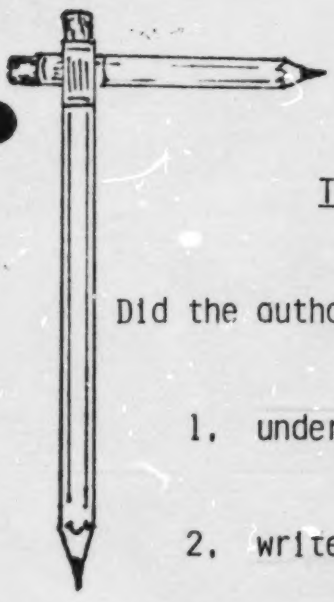


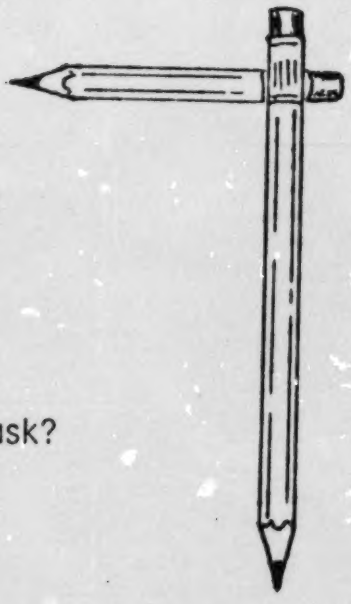
EDITING SYMBOLS

C	capitalization
no C	no capitalization
P	punctuation
no P	no punctuation
Sp	spelling
WW	wrong word choice
→	indent for paragraph
¶	paragraph
no ¶	do not start a new paragraph
∧	caret - word(s) omitted
?	meaning unclear









TEACHER EVALUATION OF STUDENT WRITING

Did the author:

1. understand the purpose for the writing task?

2. write for his/her intended audience?

3. develop the assigned topic in an interesting and imaginative way?

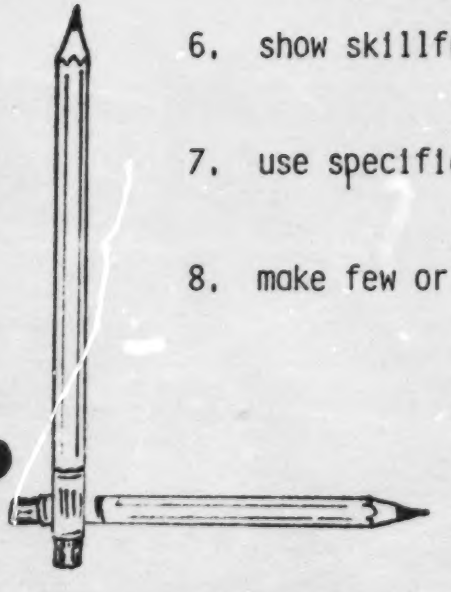
4. demonstrate a logical plan of organization and coherence in the development of ideas? (fluency)

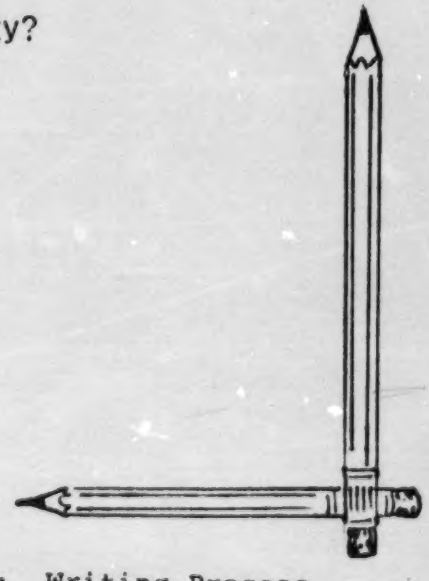
5. use supporting details that were relevant and appropriate to the topic?

6. show skillful use of sentence variety?

7. use specific, vivid language?

8. make few or no mechanical errors?





DIAGNOSIS, PRESCRIPTION AND EVALUATION OF STUDENT WRITING

A systematic method of diagnosing, prescribing and evaluating student writing will be implemented K-6. Student writing samples will be evaluated through use of the checklist of writing objectives. Writing samples will be organized in individual student cumulative writing folders. Each September, teachers will remove the student writing folders from cumulative files. In June, writing folders will be returned to cumulative files for the next year's teacher.

The writing sample, checklist and folder will serve as an aide for the teacher in providing quality writing instruction. With proper training, teachers will view this system as a diagnostic tool rather than as a clerical task.

Specifically, the system will be used:

- as a diagnostic tool in the classroom. Teachers will use the information from the samples to plan whole class and individual instructional prescriptions.

- to show individual and class growth during the school year. Teachers will form an impression of student abilities, both individually and collectively, as the year progresses.

- to show individual growth from year to year. A record of each student's writing will be maintained from kindergarten through sixth grade. The elementary writing folder will be sent to the Junior High School.

- to show overall student growth as the writing program develops. Teachers will be able to see how the writing skills of Bay Shore students improve. It is expected that students who have had the opportunity to experience a consistent writing approach over a number of years will show marked growth.

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BAY SHORE SCHOOL DISTRICT
Elementary Writing Program

Student Guidelines

1. Skip every other line when writing in draft form.
2. Indent for paragraphs and leave space for margins.
3. Develop topic sentences.
4. Place a ✓ above any word in which the spelling is uncertain.
5. Select any of the "5 W'S" to expand a sentence.
6. Use a caret for insertions.
7. Use classroom writing charts.
8. Use the "Audience Response to Student Writing" sheet.

Teacher Guidelines

1. Audience and purpose should be established before writing.
2. Every child should write daily.
3. The teacher should serve as a model in the writing process.
4. The writing process is not necessarily a silent process. During the responding, revising, and editing stages there will be a need for verbal communication.
5. Your class mechanics checklist and improver checklist may vary depending on the needs of your students.
6. Writing should never be used as a form of punishment.
7. Use "Work In Progress" stamp during drafting stage.
8. Do not make corrections for the student on his/her draft.

/lys
10/21/83

SECTION: The Writing Process

BAY SHORE PUBLIC SCHOOLS

Elementary Writing Program

INSTRUCTIONAL MATERIALS

Instructional materials used will be based on the philosophy and goals of the writing program. Since classroom experiences and discussions are the foundation of initiating writing activities, an extensive amount of material will not be necessary.

Teaching Writing: Problems and Solutions includes an interview with **Donald Graves, a leading authority**, who discusses instructional materials for writing. Part of this interview is excerpted:

Q: Are there any textbooks or other materials available that incorporate the new research findings on the teaching of writing as a process?

A: I haven't seen a textbook series yet that has a process approach, that brings the writer along, and that handles skills in context. There are a lot of materials out now that have the word "process" in them, but if you look closely at them, the process is not there. I wish that I could recommend one, but at this point I can't.

Q: Would you recommend caution to a district interested in buying new materials on the teaching of writing?

A: That's right. To be honest, though, you don't need a textbook series to put in a writing program.

Q: What would you advise districts to do instead?

A: I have been advising districts to put available money into help for the teachers so they know how to do a writing program. It's just about impossible to come up with a textbook series that would in fact develop writing skills in students because so much is determined by the transaction between teachers and the kids, as editors and writers.

The following materials facilitate writing as a process and have been ordered for our classrooms and schools. As our program develops, additional materials will be purchased.

- "Work in Progress" Stamp
- Ink pads
- Three hole punches
- Long reach staplers
- Business envelopes
- Postage stamps
- Binding spirals
- Ring binder machine
- Teacher resource book: "If You're Trying to Teach Kids to Write, You've Gotta Have This Book"
- The Clear and Simple Thesaurus Dictionary (Grades 3-5)
- Chart stands
- Chart paper
- Student folders
- What else? (Jot down your ideas and share them with your colleagues:)

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